

Pupil Premium Funding Impact

Wilcombe

2018 – 2019



Pupil Premium

OVERALL AIM:

Our over-arching principle is that no child will be disadvantaged in our school.

The Staff at Wilcombe are committed to ensuring all children achieve their potential.

We are all aware of the research showing disadvantaged children often fall behind their peers, achieving lower grades throughout their education. This is known as an “attainment gap” and the purpose of the PP is to “narrow the gap”. As a result of the evidence, the government introduced the Pupil Premium (PP) in April 2011. Pupil Premium is paid directly to schools.

Who is eligible for the Pupil Premium?

Ever 6 FSM

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2018.

Children adopted from care or who have left care

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2018 school census.

The PPG per-pupil for 2019 to 2020 is as follows:

Disadvantaged pupils Pupil premium per pupil

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) £1,320
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,300
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order £2,300

Service children

- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence £300

Total Provision - £6220

To be reviewed July 2020

WILCOMBE PUPIL PREMIUM/SERVICES PLANNED SPENDING SUMMARY & INTENDED OUTCOMES 2017-2018

Objective 1:

Our data shows that we continue to have attainment and progress gaps across the school, therefore we are providing highly focused interventions on a reduced ratio, to ensure the gaps close.

Provision	Led by	Success Criteria	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)
RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete		RAG Rated Red-Ineffective White -Effective Green-Highly Effective				
Out of year group children with Pupil premium have had a bespoke targeted interventions through high quality teaching in W/R/M	SM	The out of year group children will have made accelerated progress in the core subjects.	Dec 18, APR 19, Jul 19	ZL and ME 4 x AM	RG	Data scrutinies, planning scrutines, teacher led assessment. Some out of year group children made 26 Months progress
Reading interventions in all years, focusing on comprehension and vocabulary. Early YRS/KS1 – mechanical skills focus.	CBAT	There will be no gap in attainment between non-SEN disadvantaged children and their peers.	Dec 18, APR 19, Jul 19		RG PP Champion	Reading interventions ensured the children made at least expected progress
Writing intervention for all disadvantaged boys, focusing on basic skills in EYFS/Y1/Y2 (Think it, say it, write it, red it; correct letter formation a/A; writing in complete sentences).	EW	Progress rates of disadvantaged children will increase, bringing them at least in line with their peers.	Dec 18, APR 19, Jul 19		RG PP Champion	Interventions helped push some of the boys writing but this was not successful for all, although the interventions were in place.

Writing intervention for all disadvantaged children in KS2, focusing on consolidation of age appropriate writing skills.	DM	Disadvantaged children are able to clearly articulate their targets and can show their progress in their books.	Dec 18, APR 19, Jul 19		RG PP Champion	Key skills were taught through intervention and progress was made with small group work with targeted children after school.
Maths interventions for all disadvantaged children through pre teach techniques with the class teacher (low – not put of year group)	CB		Dec 18, APR 19, Jul 19		DM PP Champion	Interventions ensured excelled progress was made by having a head start to the mathematical concepts.
Speaking and listening activities, across the school have been developed and language link has been set for key pupils.	SM		Dec 18, APR 19, Jul 19		DM PP Champion	All children have been assessed by the S+L lead and interventions have been set accordingly. SALT HUB starting in September 2019 due to the needs raised.
Spelling intervention for children in KS2, focussing on high frequency words, initially, and then moving on to age appropriate spelling strategies.	JR		Dec 18, APR 19, Jul 19		RG PP Champion	Twinkl spelling has been trialled and the spelling results were more successful in previous years.
Objective 2: Many of our children have significant social and emotional difficulties and these are their greatest barrier to learning, therefore we provide a suite of nurture interventions to help them to learn to manage their emotions.						
Actions	Led by	Success Criteria	Milestones	Resources/costs	Monitoring (How and by whom)	Evaluation Arrangements

Boxall Interventions, where children's personal targets are addressed.	ME	Disadvantaged children in these groups will have fewer unplanned "time outs".	Half term reviews		RG PP Champion	ME led the boxall assessments and interventions which helped some of the key children.
Bounce Interventions, where specific children have their needs addressed.	ME	Disadvantaged children will have fewer fallouts with peers in lessons or on the playground.	Half term reviews		DM PP Champion	All children made progress against their bounce targets.
Early morning breakfast club and lunch club provision, where children have group and 1:1 sessions to teach them table manners and independence skills.	KQ	Disadvantaged children will have a positive start to their day, and be ready to learn when they arrive in class.	Half term reviews		DM PP Champion	Focus children were invited to an invite only breakfast club which was used to get them ready for a day of learning which worked well. This was a great success.

Objective 3: There is a gap between the attendance level of disadvantaged children and their peers. We have identified a link between low levels of attendance and slow progress.

Actions	Led by	Success Criteria	Milestones (dates)	Resources/ costs	Monitoring (Who)	Evaluation Arrangements (How e.g. unit meetings, minutes, Scrutinies)
RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete		RAG Rated Red-Ineffective White -Effective Green-Highly Effective				
Attendance will be celebrated weekly in assembly and with an award at the end of the year.	CJ & CBAW to ensure precise and upto	The attendance gap will close. The proportion of disadvantaged children attending	July 2019		DM PP Champion	The attendance across the school is much better although there are one or two individuals. School met the target of 96%

	date records	Headteacher's golden time will be at least in line with their peers.				
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Objective 4: We are committed to all of our children benefitting from residential and educational visits and aim for 100% attendance. We are aware that the cost of attending a residential visit can represent a large proportion of a family's weekly income and do not want families' financial constraints to impact on their children's ability to access these opportunities.

Actions	Led by	Success Criteria	Milestones	Resources/costs	Monitoring (How and by whom)	Evaluation Arrangements	Notes of progress
50% of the cost of all educational visits, including residential visits, is paid for by the school; parents of disadvantaged parents receive a letter stating a reduced amount.	CJ	The proportion of disadvantaged children attending educational visits, residential visits, after school ad	After each Trip, form sent to Admin. RG		RG to check which PP children have had a reduced rate		All trips and residential were ½ funded by the PP money to ensure the children could attend these extra-curricular activities.
Funded places at holiday clubs run by external providers provided for disadvantaged children.	All Teachers	holiday clubs is at least in line with their peers.	Each holiday		RG to liaise with teachers to ensure the correct PP children have access.		A small number of children attended holiday clubs funded by the PP funding.

Objective 5: Many of our families are living on very low incomes and as a result may not be able to afford to pay for "extras", therefore we set aside a fund to ensure families' individual circumstances can be accommodated, at the time of need.

Actions	Led by	Success Criteria	Milestones (dates)	Resources/costs	Monitoring (Who)	Evaluation Arrangements (How e.g unit meetings, minutes, scrutinies)	Notes of progress
RAG Rated Red- Delayed/late starting White-not due to be started yet Amber - On track/under way Green-Complete		RAG Rated Red-Ineffective White -Effective Green-Highly Effective					

Uniform provided as and when required	RG	No children will be disadvantaged by their families' financial circumstances.	As and when required		DM	Two families needed uniform which was given to ensure the child didn't stand out.
Personalised 'emergency fund'	RG				DM	Two families have been kitted out with uniform as required.